

Introducing the Advanced Curriculum: tools, strategies and resources

A listening & speaking lesson plan



The Wolf in Sheep's Clothing

A LISTENING & SPEAKING LESSON PLAN

CLASS PROFILE & TEACHING CONTEXT

The following lesson plan forms part of a scheme of work entitled *Fables – Fiction Literary Texts*. This particular lesson plan is specifically designed for the 1st year of ESO, group A/ linguistic section. It is made up of 27 students.

This group follows the CAM bilingual project and the students are being taught following the guidelines from the “Advanced Curriculum”. 24 out of 27 students have entered the linguistic section having passed the Cambridge KET exam (equivalent to an A2 level in the Common European Language Framework); nevertheless, three students have passed the Cambridge PET exams (equivalent of a B1 level in the Common European Language Framework).

This secondary school is located in a suburban area on the outskirts of a middle-sized urban centre. As this area has grown enormously over the last six years, resources and facilities are becoming scarce to meet the demands of a growing community. Consequently, the Town Council has recently opened a Cultural Centre, which is equipped with a library (both in Spanish and English) and has a computer room with access to Internet. Students can also take advantage of the extensive bilingual school library.

GENERAL LESSON AIMS

GROUP 1 ESO/A (LINGUISTIC SECTION). Length of Lesson: 50 minutes.

The aim is to get ALL the students to be able to tell an Aesop’s Fable without reading or consulting notes in a fifty-minute lesson. If I could get them - all of them - by the end of the lesson to tell the story, it would boost their confidence and self-esteem.

Before the lesson, I carefully selected an Aesop’s Fable which was short, simple, well-known and easy to mime. I typed it up, so that this was version A. I made a second version (version B), which was identical except that a few words were missing. Finally, I made a version C with a few more words missing. I made a copy for each student of each of the three versions. I chose *The Wolf in Sheep's Clothing* as my story, and versions A, B and C are to be found at the end of this lesson plan (material 2).

The retelling of this fable will be a model session for students to see what I expect from their oral and written fables in the 1st evaluation.

1ESO ADVANCED CURRICULUM OBJECTIVES

- To understand general and specific information from oral texts that unfold in different situations.
- To express oneself orally in everyday situations, in a manner that is understood and autonomous.
- To show a receptive attitude and encourage the student's self-confidence and his/her ability to learn and use the English language.

Basic Reading Skills

- All students will follow the basic- surface level meaning- of the Aesop's Fable (who, when, where, what, how).
- All students will understand that the story includes the setting, the characters, the plot and the outcome.
- All students will identify the key vocabulary they need to understand and retell the story.
- All students will understand the story through images and miming.
- All students will pick up on the author's intention, that is, the moral of the story.

High Level Reading Skills

- Most students will interpret the story at a deeper level. They will interpret the role of each character and they will be able to identify the moral of the story from the very beginning.
- Some students will infer the use of language for a specific effect, that is, they will interpret how the language has been used to create a specific effect on the reader.

LESSON PLAN

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	EXPECTED OUTCOMES
5 minutes	I explain to students that as we are reading fables, I will today be retelling an Aesop's Fable. I elicit what an Aesop's fable is.	Students activate their background knowledge on Aesop's Fables.	To activate that Aesop's Fables are fiction – literary texts.
10 minutes	I show students the power point images related to the Aesop's fable. They must predict who the characters are, their roles in the story and what the setting is. I also pre-teach key words students will not be familiar with (see material 1).	Students listen and predict the connections between the story and the images.	To understand the images and associate them with the story. To pre-teach key vocabulary.

25 minutes	<ol style="list-style-type: none"> 1. Start the lesson by telling the fable. 2. Give a copy of version A of the fable to the students. 3. Read through version A. 4. Read through version A with the class repeating each phrase in chorus. 5. Ask students to turn version A over so that they cannot see it. Give out version B and ask them to fill in the words missing in each sentence. 6. Students then use version A to self-correct. 7. Repeat stage 4. 8. Repeat stages 5 and 6 with version C. 9. Repeat stage 4. 10. Ask students to turn versions A, B and C over so that they cannot see them. Say the first three or four words of the story and then elicit the rest chorally from the whole class by miming it out, only prompting with individual words when necessary. 	Students listen and learn the story using the new vocabulary they have just learnt.	To get the students to follow the surface information: who, what, where, when and how.
10 minutes	<p>Get students to work in pairs. Student A tells the story without looking at any of the versions. Student B helps by miming and prompting with individual words when necessary.</p> <p>After that, students repeat this stage but with roles reversed. Circulate amongst students to see if they can in fact tell the story.</p>	Some students retell the story and some students listen to it.	Active listening of the story by retelling it.

RESOURCES / MATERIALS

- Students are given a photocopy with the power point images (material 1).
- A PC and access to a projector to show power point visuals before the recounting of the Aesop's Fable.
- The Aesop's Fable (Versions A, B and C) in written form (material 2).

MATERIAL 1

PRE VOCABULARY CHECK

SHEPHERD

FLAYED

THROWN ASIDE

PELT

STROLLED DOWN

DECEIVING

HEARTY

DECEPTIVE



MATERIAL 2

The Wolf in Sheep's Clothing

(www.mcwdn.org/fables/fabindex.html)

VERSION A

A Wolf found great difficulty in getting at the sheep owing to the vigilance of the shepherd and his dogs.

But one day it found the skin of a sheep that had been flayed and thrown aside, so it put it on over its own pelt and strolled down among the sheep.

The Lamb that belonged to the sheep, whose skin the Wolf was wearing, began to follow the Wolf in the Sheep's clothing; so, leading the Lamb a little apart, he soon made a meal off her, and for some time he succeeded in deceiving the sheep, and enjoying hearty meals. Moral: "Appearances are deceptive."

VERSION B

A found great difficulty in getting at the owing to the vigilance of the and his dogs.

But one day it found the of a sheep that had been and thrown aside, so it put it on over its own and strolled down among the sheep.

The Lamb that to the sheep, whose skin the Wolf was, began to follow the Wolf in the Sheep's clothing; so, the Lamb a little apart, he soona meal off her, and for some time he succeeded in the sheep, and hearty meals. Moral: "..... are deceptive."

VERSION C

A found great difficulty in getting at the owing to theof the and his

But one day it found the of a sheep that had been and thrown, so it put it on its own and strolled among the sheep.

The that to the sheep, whose skin the was, began to follow the Wolf in the Sheep's clothing; so, the Lamb a little apart, he soona meal off her, and for some time he in the sheep, and hearty meals. Moral: "..... are"

EVALUATION CRITERIA

- To identify and understand the general idea and the most specific information regarding varied communicative situations.
- To express oneself orally efficiently, showing a receptive attitude and self-confidence when using the English language.
 - I will make sure that students understand the new vocabulary.
 - I will ask weaker students factual questions: who, what, when, where, how.
 - I will ask students if they heard vocabulary we have studied so far.
 - I will ask students if they recalled any rhetorical devices and the effect they had on the listener.
 - I will ask stronger students to give examples of situations where appearances have fooled people and examples of situations in which sometimes it is good to make one's appearance deceiving and sometimes it is bad.